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ABSTRACT

"Carrascolendas" is a bilingual instructional television program, patterned after "Sesame Street", which is designed to introduce Mexican-American children to the dominant American culture and yet encourage them to retain part of their own cultural identity. The program also seeks to maximize the child's chances of success in school by defining as separate task areas the acquisition of reading and math skills and the acquisition of a second language. Teacher attitudes and activities relative to "Carrascolendas" were measured by means of a survey conducted by mail during the 10-week period in which the series was broadcast in Texas. The data from the survey were statistically analyzed to determine what effect the teacher's degree of familiarity with the Spanish language would have on his attitude toward the program. It was found that attitudes are more positive among teachers with a higher degree of bilingualism in Spanish and English, that the series is more likely to be viewed by Spanish-speaking Mexican American pupils, and that increase in the use of Spanish language by both Mexican-American and non-American pupils is more likely to occur in classrooms where teachers are bilingual. (JY)

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RELATIONS BETWEEN TEACHER BILINGUALISM IN SPANISH AND ENGLISH AND ATTITUDES TOWARD A BILINGUAL TELEVISION PROGRAM

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A C K N O W L E D G M E N T S

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C H A P T E R I

PROBLEM

The television series Carrascolendas has as part of its background two important factors which have developed during the past decade: (1) the Bilingual Education Act which established a program of federal aid for instructional programs which focused on the specialized needs of the child whose first language was one other than English and which involved teaching in both languages; (2) the popularity and apparent success of Sesame Street, the educational television series produced by Children's Television Workshop.

Bilingual school programs began appearing in 1969 and 1970 in various regions in the United States which had high proportions of Spanish-speaking population. Like the Head Start and Follow Through programs which had also been developed through aid from the federal government, they were based on the principle of providing additional educational stimuli to children whose families were outside the mainstream of American society and whose culture groups traditionally had limited success in school and low overall

educational attainment. A complex variety of reasons, among them language differences, limited education of parents, low income, limited employment opportunities, and restricted cultural environment, all interacted as contributors to this traditional lack of success in school.

Paralleling a trend which has only recently gained a measure of acceptance in academic circles and in some school systems for Black students, the bilingual education movement revolves around the position of "difference" rather than "deficit" and seeks to improve the child's chance for success by "altering the classroom to fit the child, rather than the child to fit the classroom."[1] One significant method in this restructuring of the classroom is to use the child's first language as the core of the basic instruction which he receives in the early years of a school program. If a child is to be taught the relationship, for example, between letters and sounds as a basis for reading, then those sounds to which the letters are to relate can be those same sounds

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[1]Frederick Williams, ed., Language and Poverty: Perspectives on a Theme (Chicago, Illinois: Markham Publishing Company, 1970).

which are part of his everyday speech and that of his parents and his community.[2]

A bilingual instructional program structures a part of each day's classroom activity in the child's own language for two major purposes: (1) so that the child's introduction to interaction with dominant American culture groups will be less abrupt, and he will be able to retain part of his own cultural identity; (2) to maximize the child's chance of success in school by defining as separate task areas the acquisition of reading and math skills and the acquisition of a second language.

The Sesame Street series has utilized the broad facilities of the television medium to present basic instructional concepts in a creative and fanciful way that is appealing to children.[3] On a smaller scale Carrascolendas has attempted to combine these opportunities with the principles

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[2]Theodore Andersson and Mildred Boyer, Bilingual Schooling in the United States (Austin, Texas: Southwest Educational Development Laboratory, 1970), Vol. I and II.

[3]Samuel Ball and G. A. Bogatz, The First Year of Sesame Street: An Evaluation (Princeton, N.J.: Educational Testing Service, 1970).

of bilingual instruction in a television series in Spanish and English for Mexican-American school children.

First aired as a 10-week series appearing three times per week in the spring of 1971, Carrascolendas includes instructional material from kindergarten, first, and second grade levels. The series was designed as an additional component to existing bilingual school programs and the content of its instructional sequences is designed to amplify those concepts which are presented in the classroom by dramatizing them through methods which are not available to the individual teacher.[4]

The format of each 30-minute program is a series of short segments ranging from 20 seconds to three and one-half minutes in length which alternate between Spanish and English. Dramatic skills, songs, films, and animation segments are used as media for presentation of instructional concepts. Characters include a lion, a professor, clowns, puppets, a chorus of school children, and a group of bilingual characters who pose as residents of Carrascolendas.

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[4]Diana S. Natalicio and Frederick Williams, Carrascolendas: Evaluation of a Bilingual Television Series (Austin, Texas: Center for Communication Research, The University of Texas, 1971). Also available, ERIC, ED 054 612.

Content areas which are treated in both Spanish and English on Carrascolendas are science, Mexican-American history and culture, and Mexican-American self concept. Spanish language skills, phoneme-grapheme relationships, and math are presented in Spanish only, and English language skills are presented in English.

The television series Carrascolendas and the teacher in a bilingual population are thus coordinate instructional stimuli with overlapping goals. The teacher's actions relative to the series are highly significant in facilitating its effectiveness, and her role can be realized on a variety of levels. The most basic task, of course, is arranging her own schedule of the many other class activities so that pupils can view the program during three half-hour periods per week. During viewing, pupil responses and learning opportunities can be considerably influenced by teacher encouragement--i.e., toward repetition of sounds and vocabulary words, singing along during musical segments, and making comments on the action of a skit. A comprehensive Teacher Guide allows the teacher to initiate pre-viewing and post-viewing discussion of each program's activities and lessons if she wishes. Games, exercises, and sheet music provide

means for follow-up activities which permit the teacher to correlate her regular classroom program with the material which becomes familiar to the children through their television viewing.

Teacher evaluations regarding the effectiveness of the series as a classroom component have been made during its first two years.[5] Overall teacher attitudes have been demonstrated to be in general highly positive toward Carrascolendas.

Distinguishing features of the series are its Spanish-speaking target population and the bilingual nature of the television programs themselves. The issue of the teacher's bilingual status is therefore an important one to the extent that it might relate to her utilization of the series and her evaluations of its usefulness as a teaching aid. This research examines feedback from the teaching population using the series in order to answer the question: Are teacher attitudes and usage patterns of the Carrascolendas series correlated with the teacher's level of bilingualism?

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[5]Frederick Williams, Susan McRae, and Geraldine Van Wart, Carrascolendas: Effects of a Spanish/English Television Series for Primary School Children (Austin, Texas: Center for Communication Research, The University of Texas, 1972.

C H A P T E R I I

METHOD

Teacher attitudes and activities relative to Carrascolendas were measured by means of a survey conducted by mail during the 10-week period in which the second year series was originally broadcast in Texas (February 14 - April 28, 1972).

Sample

Carrascolendas was produced and broadcast by KLRN-TV in Austin and San Antonio, Texas. It was available in an area which included these two cities, as well as in numerous communities in south central Texas through means of television cable. Teachers who participated in the survey were from primary schools or kindergartens (including day care and Head Start centers) in this area. Contact for the attitude survey was provided by a postcard survey which formed part of the evaluation component of the Carrascolendas project conducted by the Center for Communication Research, at

The University of Texas at Austin, Texas. Letters were mailed to school principals and directors of day care centers in all communities in which KLRN-TV might be available. Viewing of the series was indicated by means of a return postcard included in this mailing. Postcards indicating use of the series in the school were used as a basis for distributing the teacher attitude survey.

Materials

The survey instrument was developed from the questionnaire which had been used as part of the first year Carrascolendas evaluation. Revisions were made in order to measure attitudes toward the new features which had been added to the series for its second year, and to clarify ambiguous portions of the original questionnaire.

The final three-page instrument consisted of 43 questions. All items except four were either yes/no questions or multiple choice items with response categories specified in the instrument.

Information elicited by the questionnaire can be grouped into five areas:

1. description of classes;
2. viewing patterns;
3. teacher activities and attitudes;
4. pupil responses and attitudes;
5. Teacher Guide.

A copy of the questionnaire can be found in the Appendix.

Each questionnaire was accompanied by a letter noting the importance of teacher feedback as input toward future planning and asking the teacher's cooperation in completing and returning the questionnaire.

Procedures

Questionnaire packets were mailed to 118 schools which were known to be viewing Carrascolendas as determined by the postcard survey. Where number of classrooms had been indicated, this number was included for principals to distribute to the individual teachers; when the exact number was not known, three questionnaires were mailed in the package addressed to the principal. Approximately 450 questionnaires were mailed in the survey.

One week after the end of the series, postcards were mailed to schools involved in the survey as a reminder to complete materials which had not already been returned.

Statistical Analyses

Questionnaires completed and returned by 175 teachers were coded and scored for computer analysis. Response frequencies to multiple choice and yes/no questions were cross-tabulated with responses to the survey item regarding degree of bilingualism.* Question 3 on the survey instrument: How well do you speak Spanish? provided five response choices, "fluently," "competently," "moderately," "limitedly," and "English only." Two of these original categories, "competently" and "moderately," which received the smallest number of responses were later combined, with the result that cross-tabulation was done with four teacher bilingualism groups. The questionnaires returned by four teachers who did not

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*Also treated in this manner were items concerning grade level, number of pupils and ethnic percentages in class. As responses to these items would necessarily involve discrete categories, they have been analyzed in the same manner as those items where response categories were provided.

answer the question regarding bilingualism were eliminated, reducing the number to 171.

Chi square analysis was used to determine whether response differences among bilingualism groups were statistically significant ($p < .05$). Items not treated in this analysis were the four open-ended items mentioned above which did not have response choices provided as part of the instrument.

C H A P T E R I I I

RESULTS

Data

Tables below illustrate responses to each item on the questionnaire. Cross-tabulation of responses in terms of degree of fluency in speaking Spanish are shown for all variables, although only those relationships which have a chi square value with a probability level less than .05 at the indicated number of degrees of freedom are statistically significant.

All figures in the tables below indicate percentages of the total sample, with row totals illustrating the total percentage for each response category of a particular item.

The capital letter N indicates the number in the sample for each table. Changes in N from 171 are due to the fact that certain questions were not applicable to some individuals (i.e., items concerning non-Spanish-speakers where none were present in the class), or items which were not answered for some other reason. Column totals, or percent of the sample

comprising each of the four bilingualism groups, will therefore fluctuate slightly also, because percentages are computed on the basis of the size of the sample responding for each separate question. (Although fluent Spanish-speakers form 29% of the sample as a whole, the percent would increase slightly if, for example, a particular question had been omitted by a number of teachers in the less bilingual groups, while all of the fluent teachers had responded to this item.) Small discrepancies in percent totals may occur as a result of rounding error.

Chi square values are illustrated for each variable except those where cells were too small for chi square analysis to be appropriate. The letters d.f. indicate degrees of freedom; probability level is indicated by p.

Definition of Teacher Bilingualism

As discussed above, four bilingualism groups were defined (after combining two of the original five groups), as follows:

How Well do You Speak Spanish?	Teacher Bilingualism	
	Number	Percent
Fluently	49	29%
Moderately	39	23
Limitedly	44	26
Not bilingual	39	23
Total	171	100

N = 171

Relations of Teacher Bilingualism With Questionnaire Responses

Description of Classes

What is the approximate percentage of the ethnic groups represented in your class?

Responses indicating the percentage of Mexican-Americans in a teacher's class show a relationship which is supported by a chi square value that is statistically significant at $p < .01$ between degree of bilingualism and proportion of Mexican-Americans in classes viewing Carrascolendas. Responses in the first category, "91-100%," comprise the largest

part of the total sample. These responses increase as fluency in Spanish increases, while responses indicating fewer Mexican-Americans increase as fluency decreases.

Percentage of Mexican-American Students	Teacher Bilingualism				
	Flu.	Mod.	Lim.	Not	Total
91-100%	25%	16%	12%	11%	64%
51-90%	3	4	5	5	17
Less than 50%	2	2	8	7	19
Total	30	22	25	23	100

$N = 166$ Chi square = 20.66 d.f. = 6 $p = .003$

Chi square analysis was not appropriate for percentages of other ethnic groups in the class. Total responses indicated a few classes watching which were more than 50% Anglo and fewer classes which were more than 50% Black. Pupils of other ethnic identification were reported by seven teachers.

Percentage of Anglo Students	Teacher Bilingualism				
	Flu.	Mod.	Lim.	Not	Total
91-100%	0%	1%	1%	0%	2%
51-90%	2	0	9	5	16
Less than 50%	18	23	20	21	82
Total	21	24	29	25	100

N = 82

Percentage of Black Students	Teacher Bilingualism				
	Flu.	Mod.	Lim.	Not	Total
91-100%	0%	0%	0%	0%	0%
51-90%	0	2	0	3	5
Less than 50%	20	23	31	21	95
Total	20	25	31	24	100

N = 7

Percentage of Students in Other Ethnic Groups	Teacher Bilingualism				
	Flu.	Mod.	Lim.	Not	Total
Less than 50%	0%	14%	43%	43%	100%
Number responding	(0)	(1)	(3)	(3)	(7)

N = 7

What percentage of the children in your class speak Spanish?

Half of the classes whose teachers formed the sample had more than 90% Spanish-speaking pupils. Of this group, responses increased as teacher bilingualism increased, while responses of "less than 50%" decreased as fluency in Spanish increased. The chi square value for the relationship between teacher bilingualism and percent of Spanish-speaking students is statistically significant at $p < .01$.

Percentage of Spanish-Speakers	Teacher Bilingualism				
	Flu.	Mod.	Lim.	Not	Total
91-100%	22%	12%	9%	8%	51%
51-90%	5	5	5	4	20
Less than 50%	2	6	11	10	29
Total	30	23	25	22	100

$N = 165$ Chi square = 23.67 d.f. = 6 $p = .001$

Grade Level. A relationship between grade level and fluency in Spanish was indicated by a significant ($p < .05$) chi square value. Of the teachers who are from grades other than kindergarten, first, or second grade (the levels for

which the series was designed), the majority were fluent Spanish-speakers, while less than one percent of the sample was formed by other grade level teachers who were not bilingual.

Given that kindergarten teachers and fluent Spanish-speakers formed the highest percentages for these two variables, the percent of fluent kindergarten teachers was lower than would be expected.

Grade Level	Teacher Bilingualism				
	Flu.	Mod.	Lim.	Not	Total
Kindergarten	7%	9%	10%	9%	35%
First grade	8	7	7	9	31
Second grade	5	5	7	4	21
Other grades	8	2	2	<1	13
Total	28	23	26	23	100

$N = 169$ Chi square = 19.4 d.f. = 9 $p = .022$

Number in Class. Almost three-fourths of the classes had between 20 and 30 pupils. While there were some classes both larger and smaller, no significant relationship was demonstrated between class size and teacher bilingualism.

Number in Class	Teacher Bilingualism				
	Flu.	Mod.	Lim.	Not	Total
31-50	3%	1%	4%	2%	10%
21-30	19	20	17	18	73
Less than 20	7	2	4	4	17
Total	29	23	25	23	100

N = 169 Chi square = 6.20 d.f. = 6 p = .402

Viewing of Carrascolendas

Did anyone in your present class watch Carrascolendas last year at home?

Viewing by pupils of Carrascolendas in the home the preceding year was indicated by only one-third of the sample; this response was most frequent among teachers who were fluent in Spanish and least frequent among teachers who spoke no Spanish ($p < .05$).

Viewed at Home	Teacher Bilingualism				
	Flu.	Mod.	Lim.	Not	Total
Yes	13%	8%	9%	3%	33%
No	17	14	17	19	67
Total	29	22	26	22	100

N = 156 Chi square = 8.12 d.f. = 3 p = .043

Did anyone in your present class watch Carrascolendas last year in school?

Viewing Carrascolendas in school the previous year by the whole class or part of the class was indicated in slightly more cases than pupils who were viewing for the first time. The relationship of prior viewing and teacher bilingualism was not significant.

Viewing at School	Teacher Bilingualism				
	Flu.	Mod.	Lim.	Not	Total
All of the class	8%	5%	4%	2%	19%
Part of the class	7	9	10	7	33
None of the class	14	9	12	13	48
Total	30	23	25	22	100

N = 166 Chi square = 7.24 d.f. = 6 p = .299

Did you personally view Carrascolendas in school last year?

More teachers were viewing Carrascolendas for the second year than for the first year. Although more of those who had watched the series before were fluently bilingual than were not bilingual, this difference might easily have

occurred by chance, as demonstrated by the chi square value which was not statistically significant.

Teacher Viewed	Teacher Bilingualism				
	Flu.	Mod.	Lim.	Not	Total
Yes	17%	13%	15%	10%	55%
No	12	10	10	13	45
Total	29	23	25	23	100

N = 170 Chi square = 2.59 d.f. = 3 p = .462

Is viewing of Carrascolendas a required part of your curriculum?

Use of the Carrascolendas series was required for more than 40% of the teachers. No significant relationship with teacher bilingualism was demonstrated.

Viewing Required	Teacher Bilingualism				
	Flu.	Mod.	Lim.	Not	Total
Yes	11%	11%	10%	11%	42%
No	18	11	16	12	58
Total	29	22	26	23	100

N = 168 Chi square = 2.40 d.f. = 3 p = .496

How often does your class watch Carrascolendas?

Most classes using the series watched it on a regular schedule, viewing all three programs which were broadcast each week. No significant relationship with teacher bilingualism was evident.

Viewing Frequency	Teacher Bilingualism				
	Flu.	Mod.	Lim.	Not	Total
Every program	21%	20%	23%	20%	83%
Less than every program	8	4	2	3	17
Total	29	23	25	22	100

$N = 169$ Chi square = 5.52 d.f. = 3 $p = .137$

Do you watch the program in color?

A small percentage of the classes was able to benefit from the fact that the second year Carrascolendas series was produced in color. Chi square analysis was not appropriate because of the small number of "yes" responses.

Color Viewing	Teacher Bilingualism				
	Flu.	Mod.	Lim.	Not	Total
Yes	<1%	1%	2%	1%	5%
No	28	22	23	21	95
Total	29	23	26	22	100

N = 170

Is your television reception satisfactory?

Television reception was satisfactory all of the time or "often" for almost all of the classes viewing. Chi square analysis was not appropriate due to the small number of some of the responses.

TV Reception Satisfactory	Teacher Bilingualism				
	Flu.	Mod.	Lim.	Not	Total
Always	15%	14%	12%	10%	51%
Often	13	7	11	11	43
Rarely or never	<1	2	3	1	6
Total	29	23	26	22	100

N = 170

Would you like to see the series repeated next year?

An overwhelming majority of teachers indicated that they would like to see the series repeated another year. Chi square analysis was not applicable, due to the small number of "no" responses.

Repeat Series	Teacher Bilingualism				
	Flu.	Mod.	Lim.	Not	Total
Yes	29%	22%	24%	21%	96%
No	<1	<1	2	<1	4
Total	30	23	26	22	100

N = 154

When do you think it would be beneficial to repeat the programs?

Most teachers felt that the series might best be repeated during the school year, with other responses nearly evenly divided between preference for summer repetition and for choices other than during school hours. No significant relationship with teacher bilingualism was demonstrated.

Repeat Schedule	Teacher Bilingualism				
	Flu.	Mod.	Lim.	Not	Total
Saturdays or before or after school	5%	5%	6%	7%	23%
During the school year	15	13	16	12	55
During the summer	9	5	5	3	22
Total	28	23	27	22	100

N = 152 Chi square = 5.46 d.f. = 6 p = .489

Would you like to see a follow-up program for your students at a more advanced level next year?

While more than three-fourths of the teachers expressed interest in a follow-up program at a more advanced level, there was no significant relationship between this interest and teacher bilingualism.

Follow-up Program	Teacher Bilingualism				
	Flu.	Mod.	Lim.	Not	Total
Yes	28%	17%	19%	14%	78%
No	4	6	5	7	22
Total	32	23	24	21	100

N = 149 Chi square = 4.50 d.f. = 3 p = .212

Teacher Activities
and Attitudes

Do you initiate any class activities about Carrascolendas before the viewing of the program?

Are class activities prior to viewing Carrascolendas conducted in Spanish or English?

Responses indicated that class activities before the program were conducted by most of the teachers, but many of them did not do so regularly. No significant interaction of initiation of activities and teacher bilingualism is present. Observation of responses regarding the language of pre-viewing activities does, however, show a relationship between the two variables which is significant ($p < .05$). Although activities in Spanish are reported more frequently by more fluent Spanish-speakers,* incidence of activities in English are also somewhat related to bilingualism, while the non-bilingual teachers most frequently did not engage in such activities.

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*It should be noted that the presence of an aide in the classroom or a team-teaching arrangement might permit discussion in Spanish in a classroom for which the questionnaire was completed by a teacher who was not bilingual.

There is some discrepancy in teachers responding "never" to the first of these questions and "no activities" to the second. This might be due to error or misinterpretation on the part of respondents.

Pre-Viewing Activities	Teacher Bilingualism				
	Flu.	Mod.	Lim.	Not	Total
Frequently	13%	8%	10%	7%	39%
Rarely	10	8	10	7	35
Never	6	7	5	8	27
Total	29	23	25	22	100

N = 166 Chi square = 4.58 d.f. = 6 p = .601

Pre-Viewing Activities, Language	Teacher Bilingualism				
	Flu.	Mod.	Lim.	Not	Total
Half or more in Spanish	10%	8%	5%	3%	26%
Mostly in English	15	10	15	9	49
No activities	4	6	6	10	26
Total	29	23	26	22	100

N = 167 Chi square = 14.39 d.f. = 6 p = .026

Do you discuss each program with the children after viewing Carrascolendas?

Is your discussion after program viewing in Spanish or English?

Follow-up discussion of Carrascolendas programs interacts with teacher bilingualism in that fluent Spanish-speakers form the smallest group of respondents who have little discussion and the largest groups for both the responses "always" and "often." Teachers who are not bilingual show response trends which are the converse of these relationships, i.e., they are the largest group with no discussion and the smallest groups having discussion. This interaction of the two variables approaches the significance level $p < .05$.

Responses regarding the language of the follow-up discussion indicate that discussion is most often conducted in English. Combination of responses in Spanish and English shows that discussion after program viewing occurs less frequently among bilingual teachers. This interaction is significant at $p < .01$.

Post-Viewing Activities	Teacher Bilingualism				
	Flu.	Mod.	Lim.	Not	Total
Always	7%	4%	4%	4%	19%
Often	17	9	14	8	49
Rarely or never	5	10	7	10	32
Total	29	23	26	22	100

N = 167 Chi square = 12.18 d.f. = 6 p = .059

Post-Viewing, Language	Teacher Bilingualism				
	Flu.	Mod.	Lim.	Not	Total
Half or more in Spanish	3%	<1%	1%	<1%	6%
Mostly in English	13	13	24	18	68
No discussion	15	7	2	2	26
Total	32	20	27	20	100

N = 147

Post-Viewing, Language	Teacher Bilingualism				
	Flu.	Mod.	Lim.	Not	Total
Discussion	17%	14%	25%	18%	74%
No discussion	15	7	2	2	26
Total	32	20	27	20	100

N = 147 Chi square 22.61 d.f. = 3 p = .001

Usually, how do you explain the Spanish segments to non-Spanish-speaking students?

A chi square value which is significant at $p < .05$ illustrates a relationship between explanations of Spanish segments and teacher bilingualism. While there is no distinct difference among groups where explanations are not made, among those who do make explanations, the less bilingual a teacher is the more likely she is to have someone other than herself, an aide or student, perform the explanations, while the more bilingual she is, the more likely she is to perform them herself. (It should be noted that a highly comprehensive Teacher Guide with summaries of all segments in each program and translations of some Spanish vocabulary would enable a non-bilingual teacher to summarize program activities in Spanish for non-Spanish-speaking students.) Classrooms where no non-Spanish-speaking students are present are reflected by the small N for this table.

Explanations of Spanish	Teacher Bilingualism				
	Flu.	Mod.	Lim.	Not	Total
You explain in English	17%	17%	14%	13%	61%
Aide, parent, or student explains	<1	3	8	10	22
No explanations are made	4	3	7	4	17
Total	22	23	30	26	100

N = 111 Chi square = 13.88 d.f. = 6 p = .031

Are the TV presentations clear enough so that you understand the objectives without looking in the Teacher Guide?

Teacher responses were positive regarding whether television presentations had been designed so that instructional objectives were apparent from viewing the segments. Chi square analysis was not applicable due to the small number of negative responses. If, however, the original categories are regrouped to compare responses of "always clear" against both responses meaning "less than always," a chi square value which is significant at $p < .01$ illustrates the relationship between bilingualism and consistent clarity of teaching objectives in the programs of Carrascolendas as perceived by teachers.

Objectives Clear	Teacher Bilingualism				
	Flu.	Mod.	Lim.	Not	Total
Always	10%	9%	1%	4%	25%
Most of the time	17	12	24	17	70
Rarely or never	1	1	1	2	5
Total	29	23	27	22	100

N = 166

Objectives Clear	Teacher Bilingualism				
	Flu.	Mod.	Lim.	Not	Total
Always	10%	9%	1%	4%	25%
Not always	19	13	25	18	75
Total	29	23	27	22	100

N = 166 Chi square = 20.01 d.f. = 3 p = .001

Is the language level (Spanish/English) appropriate for your students' understanding?

Most teachers felt that the level of Spanish language which was used on the series was appropriate "always" or "often." While chi square analysis was not appropriate for the three response frequencies, isolation of responses of

"always" indicated a positive relationship with teacher bilingualism which is significant at the .05 level.

Spanish Language Appropriate	Teacher Bilingualism				
	Flu.	Mod.	Lim.	Not	Total
Always	18%	11%	9%	7%	44%
Often	11	11	16	9	46
Rarely or never	1	3	1	4	9
Total	30	24	26	20	100

N = 160

Spanish Language Appropriate	Teacher Bilingualism				
	Flu.	Mod.	Lim.	Not	Total
Always	18%	11%	9%	7%	44%
Not always	12	14	17	13	56
Total	30	24	26	20	100

N = 160 Chi square = 8.05 d.f. = 3 p = .045

The level of English language was considered appropriate slightly more frequently than was Spanish. Chi square analysis was not applicable to the original response categories. The small differentiation of responses among bilingualism groups did not warrant re-combination of responses.

English Language Appropriate	Teacher Bilingualism				
	Flu.	Mod.	Lim.	Not	Total
Always	16%	12%	12%	12%	51%
Often	10	10	15	10	45
Rarely or never	1	1	<1	<1	4
Total	28	24	27	22	100

N = 156

Were the animation segments presenting letter/sound relationships of instructional value to your class?

Animation segments appearing twice in each program and presenting Spanish phoneme-grapheme relationships were considered of "little or no value" by only 10% of the teachers. Isolation of those indicating that they thought these segments of high value to the class shows a positive relationship with teacher bilingualism which is significant at $p < .01$.

Animation Valuable	Teacher Bilingualism				
	Flu.	Mod.	Lim.	Not	Total
Very much	20%	11%	18%	8%	58%
Somewhat	8	9	6	9	32
Little or no value	1	2	2	5	10
Total	29	23	26	22	100

N = 169

Animation Valuable	Teacher Bilingualism				
	Flu.	Mod.	Lim.	Not	Total
High value	20%	11%	18%	8%	58%
Moderate or little value	9	12	8	14	42
Total	29	23	26	22	100

N = 169 Chi square = 12.96 d.f. = 3 p = .005

Was the cultural and historical content beneficial to you students?

Responses regarding benefit of cultural and historical content of the series were statistically significant ($p < .01$), with fluent teachers forming the largest part of those judging the material of high benefit, and responses indicating little benefit decreasing as bilingualism increased.

History/Culture Beneficial	Teacher Bilingualism				
	Flu.	Mod.	Lim.	Not	Total
Very much	17%	7%	13%	7%	43%
Somewhat	10	14	11	10	46
Little, or not	1	2	2	6	11
Total	28	23	26	23	100

N = 168 Chi square = 19.76 d.f. = 6 p = .004

Is the subject content of Carrascolendas appropriate for your students?

Responses regarding the appropriateness of Carrascolendas content in four areas showed that the content level was generally appropriate. Isolation of responses that Spanish language content was always appropriate show a relationship with a probability level less than .10. Attitudes towards English, math, and science content were not related to teacher bilingualism.

Spanish Appropriate	Teacher Bilingualism				
	Flu.	Mod.	Lim.	Not	Total
Always	18%	10%	12%	8%	48%
Often	10	12	12	10	44
Rarely or never	<1	2	2	4	8
Total	28	24	25	22	100

N = 165

Spanish Appropriate	Teacher Bilingualism				
	Flu.	Mod.	Lim.	Not	Total
Always	18%	10%	12%	8%	48%
Not always	11	13	13	15	52
Total	28	24	25	22	100

N = 165 Chi square = 6.30 d.f. = 3 p = .097

English Appropriate	Teacher Bilingualism				
	Flu.	Mod.	Lim.	Not	Total
Always	16%	14%	16%	11%	57%
Often	11	7	9	10	38
Rarely or never	2	<1	0	2	5
Total	30	22	25	23	100

N = 166

Math Appropriate	Teacher Bilingualism				
	Flu.	Mod.	Lim.	Not	Total
Always	12%	6%	7%	8%	33%
Often	13	13	15	11	52
Rarely or never	4	4	3	4	15
Total	29	23	25	23	100

N = 165 Chi square = 3.69 d.f. = 6 p = .720

Science Appropriate	Teacher Bilingualism				
	Flu.	Mod.	Lim.	Not	Total
Always	10%	7%	10%	7%	34%
Often	15	12	14	12	53
Rarely or never	4	3	2	4	13
Total	29	23	26	23	100

N = 155 Chi square = 1.85 d.f. = 6 p = .932

Pupil Attitudes and Responses

In general, how well do you think that your students like Carrascolendas?

Teacher responses indicated that Carrascolendas was very well liked by students. While the more positive responses

of "very much" were higher for the more bilingual groups, this interaction was not statistically significant.

Like Carrascolendas	Teacher Bilingualism				
	Flu.	Mod.	Lim.	Not	Total
Very much	23%	19%	19%	14%	75%
Moderately	6	4	7	8	25
Total	29	23	26	22	100

N = 170 Chi square = 4.51 d.f. = 3 p = .211

Do the Mexican-American children in your class participate in class activities?

Mexican-American children generally participated in classroom activities. Chi square analysis was not applicable to these responses.

Mexican-American Participation	Teacher Bilingualism				
	Flu.	Mod.	Lim.	Not	Total
Very much	22%	18%	18%	15%	72%
Moderately	6	4	7	6	23
Little or no participation	<1	1	<1	2	5
Total	29	23	26	23	100

N = 171

Do your students actively participate in audience-participation segments of the program?

Audience participation in Carrascolendas segments was indicated as occurring "all of the time" or "part of the time" in most classrooms. Chi square analysis was not applicable.

Audience-Participation	Teacher Bilingualism				
	Flu.	Mod.	Lim.	Not	Total
Most of the class does all of the time	15%	12%	11%	9%	47%
Most of the class does part of the time	12	10	11	9	43
Little participation	2	<1	3	4	9
Total	29	23	25	22	100

N = 169

Do Spanish-speaking children engage in the Spanish/English audience-participation segments during the program?

Audience participation by Spanish-speaking children was slightly more frequent for Spanish segments than for English. Relationships between student participation and teacher bilingualism are not statistically significant.

Spanish-Speaker Partic. in Spanish	Teacher Bilingualism				
	Flu.	Mod.	Lim.	Not	Total
Most engage all of the time	18%	9%	11%	6%	44%
Most engage some of the time	8	9	9	7	34
Little participation	4	5	5	8	22
Total	30	23	26	20	100

N = 158 Chi square = 9.84 d.f. = 6 p = .132

Spanish-Speaker Partic. in English	Teacher Bilingualism				
	Flu.	Mod.	Lim.	Not	Total
Most engage all of the time	15%	8%	12%	8%	43%
Most engage part of the time	10	10	9	11	39
Little participation	4	4	4	5	18
Total	29	22	25	24	100

N = 147 Chi square = 4.21 d.f. = 6 p = .650

Do English-speaking children engage in the Spanish/English audience-participation segments during the program?

English-speaking pupils participated less in Spanish segments of Carrascolendas than English segments. Chi square analysis was inappropriate for these two variables. Classes with no monolingual children are indicated by the reduced size of N.

English-Speaker Partic. in Spanish	Teacher Bilingualism				
	Flu.	Mod.	Lim.	Not	Total
Most engage all of the time	11%	7%	9%	7%	33%
Most engage some of the time	10	7	11	7	35
Little participation	4	11	8	10	33
Total	24	24	28	24	100

N = 123

English-Speaker Partic. in English	Teacher Bilingualism				
	Flu.	Mod.	Lim.	Not	Total
Most engage all of the time	10%	11%	14%	9%	44%
Most engage some of the time	7	10	9	9	36
Little participation	3	3	6	8	21
Total	21	24	29	26	100

N = 121

Do Mexican-American children speak Spanish at school more often after watching the program?

Increased use of Spanish by Mexican-American children as a result of the series was indicated by slightly less than half of the teachers. Interaction of responses with teacher bilingualism was statistically significant ($p < .01$).

Speak Spanish More	Teacher Bilingualism				
	Flu.	Mod.	Lim.	Not	Total
Yes	18%	13%	10%	6%	46%
No	11	10	16	18	54
Total	29	23	25	23	100

$N = 158$ Chi square = 14.26 d.f. = 3 $p = .003$

Have non-Spanish speakers learned some Spanish after watching the program?

Acquisition of Spanish by non-Spanish-speakers was indicated by one-third of the teachers. The relationship between student acquisition of Spanish and teacher bilingualism approaches statistical significance ($p < .10$).

Spanish Learned	Teacher Bilingualism				
	Flu.	Mod.	Lim.	Not	Total
Some Spanish	11%	8%	9%	6%	33%
Little or no Spanish	9	16	20	21	67
Total	21	24	28	27	100

N = 117 Chi square = 6.73 d.f. = 3 p = .080

Are Mexican-American children willing to contribute experiences from their backgrounds during discussions pertaining to Carrascolendas?

Most teachers responded affirmatively to this question. The slightly higher "no" response for non-bilingual teachers was not statistically significant.

Mexican-Americans Contribute	Teacher Bilingualism				
	Flu.	Mod.	Lim.	Not	Total
Yes	25%	21%	22%	16%	84%
No	4	2	3	6	16
Total	28	23	26	22	100

N = 165 Chi square = 4.75 d.f. = 3 p = .190

Do non-Spanish-speaking students ask the Mexican-American children about Carrascolendas?

Responses of "yes" were only slightly higher than "no." Although "no" responses increased as bilingualism decreased, this relationship was not statistically significant.

Non-Spanish-Speakers Ask Mexican-Americans	Teacher Bilingualism				
	Flu.	Mod.	Lim.	Not	Total
Yes	10%	13%	20%	10%	54%
No	8	9	11	18	46
Total	18	22	31	29	100

$N = 105$ Chi square = 5.42 d.f. = 3 $p = .143$

Have children from other ethnic groups shown interest in learning more about Mexican culture after watching Carrascolendas?

The majority of teachers responded affirmatively to this question. While "no" responses were highest for non-bilingual teachers, the interaction was not statistically significant.

Learning About Mexican Culture	Teacher Bilingualism				
	Flu.	Mod.	Lim.	Not	Total
Yes	13%	12%	25%	12%	62%
No	8	10	8	12	37
Total	21	22	33	25	100

N = 91 Chi square = 4.53 d.f. = 3 p = .209

Teacher Guide Evaluation

Did you receive a Teacher Guide?

The Teacher Guide which contained program summaries, translations, and supplementary materials was received by the majority of teachers.

Received Guide	Teacher Bilingualism				
	Flu.	Mod.	Lim.	Not	Total
Yes	23%	19%	22%	20%	84%
No	5	4	4	3	16
Total	29	23	26	23	100

N = 170 Chi square = .63 d.f. = 3 p = .889

How often do you use the Teacher Guide?

The Teacher Guide was used as a reference for every program viewed, by more than half of the teachers. The same percentage of teachers utilized the Teacher Guide often or seldom. Frequency of use of the Teacher Guide and teacher bilingualism were not demonstrated to be related.

Use Guide	Teacher Bilingualism				
	Flu.	Mod.	Lim.	Not	Total
Every program	17%	11%	15%	13%	56%
Most programs	4	6	6	5	22
Seldom or never	7	5	4	6	22
Total	28	22	26	24	100

N = 142 Chi square = 3.00 d.f. = 6 p = .810

How useful is the Teacher Guide?

Responses regarding the usefulness of the Teacher Guide were positive. Chi square analysis was not applicable due to the small number of negative responses.

Usefulness of Guide	Teacher Bilingualism				
	Flu.	Mod.	Lim.	Not	Total
Very useful	19%	14%	21%	14%	69%
Somewhat useful	7	8	6	8	29
Not useful	1	0	0	1	2
Total	28	22	27	23	100

N = 140

Does the Teacher Guide format show an improvement over last year's?

The majority of teachers felt that the Teacher Guide had been "much improved" over the first year guide, while a small percentage felt that the first Teacher Guide had been better. These responses were found only in the "fluent," and "moderately" bilingual groups. Combination of responses other than "much improved" showed that the fact that fluent teachers praised the second year guide least frequently, and they considered it only "somewhat improved," and "not as good" most frequently was statistically significant ($p < .05$).

Changes in the Teacher Guide had involved more comprehensive summaries of program segments, translations of Spanish vocabulary words, and new games and visual aids.

Teacher Guide	Teacher Bilingualism				
	Flu.	Mod.	Lim.	Not	Total
Much improved	14%	16%	24%	16%	70%
Somewhat improved	10	1	3	9	23
Not as good	6	1	0	0	7
Total	30	19	27	24	100

N = 70

Teacher Guide	Teacher Bilingualism				
	Flu.	Mod.	Lim.	Not	Total
Much improved	14%	16%	24%	16%	70%
Somewhat or not as good	16	3	3	9	30
Total	30	19	27	24	100

N = 70 Chi square = 9.99 d.f. = 3 p = .019

C H A P T E R I V

DISCUSSION

The bilingual television series Carrascolendas which serves as an instructional tool for Mexican-American children in preschool and elementary school has completed two years of broadcasting in Texas. Teacher evaluations of the series have indicated generally enthusiastic responses regarding the television programs, their format, content and language, and the effects of viewing for both Mexican-American and non-Mexican-American pupils.

The 30-program series was designed primarily for Spanish-speaking pupils. Each program involves Spanish language material as approximately one-half of its content, and English language material as approximately one-half. This research has therefore examined the question: Are teacher attitudes and usage patterns of the Carrascolendas series related to teacher's level of bilingualism in Spanish and English?

Data regarding teacher attitudes toward Carrascolendas which resulted from a questionnaire survey of teachers using

the series in their classrooms was analyzed by means of cross-tabulation of attitude responses with four levels of teacher bilingualism: fluently, moderately, limitedly, and not bilingual. Chi square values indicated relationships of teacher attitudes with teacher bilingualism which were statistically significant. Results are summarized below.

Summary

1. There was a slight relation between teacher bilingualism and the population of students viewing Carrascolendas in that teachers who were more fluent in Spanish had higher percentages of Spanish-speakers and of Mexican-American pupils.

2. Results indicated that more of the teachers in grade levels other than kindergarten, first, and second grade target levels tended to be bilingual, while fluent Spanish-speakers tended least often to be kindergarten teachers.

3. More pupils who had viewed Carrascolendas at home the preceding year were in classrooms with bilingual teachers. Viewing in school the preceding year, viewing as a required part of school curriculum, and frequency of

viewing were not related to teacher bilingualism. Viewing in color, interest in a repetition of the series, and interest in a more advanced follow-up series were not shown to be related to teacher bilingualism.

4. The incidence of class activities related to the series preceding viewing was both more frequent and more frequently conducted in Spanish among the more bilingual teachers, while discussion following program viewing was less frequent among bilingual teachers. Spanish segments were more frequently explained by teachers themselves when teachers were bilingual, while the less bilingual teachers made use of an aide or student to make these explanations.

5. Statistically significant relationships were demonstrated between greater teacher fluency in Spanish and positive teacher attitudes regarding both the clarity of instructional objectives in television presentations and the appropriateness of the Spanish language level used in the series. The value of the animation segments which presented Spanish phoneme/grapheme relationships and the benefit to pupils of the cultural and historical material were also more positively regarded by the more bilingual teachers.

6. The relationship of teacher bilingualism to attitudes regarding the content of Spanish instructional segments was statistically significant, while attitudes regarding the content level of English, math, and science materials were not shown to be significantly related to teacher bilingualism.

7. Both more frequent use of Spanish by Mexican-American pupils as a result of viewing Carrascolendas and learning of Spanish words by non-Spanish-speakers were significantly related to teacher bilingualism.

8. Variables which were not found to be related to teacher bilingualism were whether Carrascolendas was well-liked by pupils, whether Mexican-Americans participated in class activities, and degree of audience participation in Carrascolendas segments by both Spanish-speaking and non-Spanish-speaking students. Incidence of exchange of cultural information among students was not significantly related.

9. While use of the Carrascolendas Teacher Guide and attitudes regarding its usefulness were not significantly related to teacher bilingualism, some bilingual teachers found the second year Teacher Guide to be less improved over that of the first year than did the less bilingual teachers.

Implications

This research has demonstrated that attitudes are more positive among teachers with a higher degree of bilingualism in Spanish and English, that the series is more likely to be viewed by Spanish-speaking Mexican-American pupils, and that increase in the use of Spanish language by both Mexican-American and non-Mexican-American pupils is more likely to occur (in the teachers' reports) in classrooms where teachers are bilingual.

With the advent of the national distribution of Carrascolendas through the Public Broadcasting Service beginning in October 1972, widespread use of this series and other programs like it by various language groups is likely to result. Such television components could be highly effective in facilitating both education through bilingual methods, respect for ability to use more than one language, and respect for diverse cultural features.

The basic importance of bilingual teachers in teaching situations with bilingual children is underscored by these results. Teacher placement practices could well take account of this factor by making every effort to use bilingual teachers whenever they are available, in order to multiply the effectiveness of bilingual teaching media.

Planning in university pre-service training, and in-service training by regional school systems, can emphasize the importance of bilingual ability in several ways: concentration of efforts toward making educational programs appealing to first-language Spanish-speakers; emphasizing the importance of training in Spanish and making such training appealing to the non-Spanish-speaker; and offering sufficient opportunity to develop ability in speaking Spanish as well as acquiring knowledge of grammatical structure and vocabulary.

Further research might investigate two functions of this demonstrated significance of teacher bilingualism: whether attitudes differ between bilingual teachers who are native Spanish-speakers and bilingual teachers who have acquired fluency in Spanish; and whether more positive attitudes among bilingual teachers result simply from familiarity with the language and therefore a greater understanding of the content, or whether attitudinal factors regarding the use of Spanish play a part in attitudes toward a series such as Carrascolendas.

A P P E N D I X

CARRASCOLENDAS

TEACHER QUESTIONNAIRE

Please answer every question.

Name_____

School_____

City_____

Grade Level or Position_____

Number in Class_____

1. What is the approximate percentage of the ethnic groups represented in your class?
Mexican-American___%
Black ___%
Anglo ___%
Other ___%
Total 100%

2. What percentage of the children in your class speak Spanish?
___%

3. How well do you speak Spanish?
(Check one)
___Fluently
___Competently
___Moderately
___Limitedly
___English only

4. Do the Mexican-American children in your class participate in class activities?
(Check one)
___Very much
___Moderately
___A little
___Not at all
___No Mexican-American children present

5. Did anyone in your present class watch Carrascolendas last year in school?
(Check one)
___All of the class
___Half of the class
___One-fourth of the class
___Less than one-fourth
___None

6. Did anyone in your present class watch Carrascolendas last year at home?
(Check one)
___All of the class
___Half of the class
___One-fourth of the class
___Less than one-fourth
___None

7. Did you personally view Carrascolendas in school last year?
(Check one)
___Yes
___No

8. Is viewing of Carrascolendas a required part of your curriculum?
(Check one)
___Yes
___No

9. Do you watch the program in color?
(Check one)
___Yes
___No, black and white
___Do not watch the program

10. Is your television reception satisfactory?
(Check one)
___Always
___Often
___Rarely
___Never

11. How often does your class watch Carrascolendas?
(Check one)
___Every program
___Twice a week
___Once a week
___Less than once a week
___Never

12. Approximately how many students watch the same television set?
___

13. Did you receive a Teacher's Guide?
(Check one)
___Yes
___No

14. How often do you use the Teacher's Guide?
(Check one)
___Every program
___Most programs
___Some programs
___Never
___Do not have one

15. How useful is the Teacher's Guide?
(Check one)
___Very useful
___Somewhat useful
___Not too useful
___Useless
___Do not have one

16. Which parts of the Teacher's Guide are:
Most helpful?_____
_____
Least helpful?_____
_____
___Do not have one

17. Does the teacher guide format show an improvement over last year's?
(Check one)
___Yes, very much
___Yes, somewhat
___No change
___Not as good as last year's
___Do not have one

18. How could the Teacher's Guide be improved to help you integrate Carrascolendas into your teaching plan?

_____
_____
___Do not have one

19. Do you use the tape of songs, games, and rhymes from Region XIII?
(Check one)
___Often
___Rarely
___Never; knew about them, but did not order
___Never; did not know about them

20. Do you initiate any class activities about Carrascolendas before the viewing of the program?
(Check one)
___Always
___Often
___Rarely
___Never

21. Are class activities prior to viewing Carrascolendas conducted in Spanish or English?
(Check one)
___Mostly in Spanish
___Mostly in English
___About half and half
___No pre-viewing activities

22. Do you discuss each program with the children after viewing Carrascolendas?
(Check one)
___Always
___Often
___Rarely
___Never

23. Is your discussion after program viewing in Spanish or English?
(Check one)
___Mostly Spanish
___Mostly English
___About half and half
___No discussion follows

24. Usually, how do you explain the Spanish segments to non-Spanish-speaking students?
(Check one)
___You explain in English
___Aide or parent explains
___Spanish-speaking student explains
___No explanations are made
___No non-Spanish speakers are present

25. Do your students actively participate in audience-participation segments of the program?
(Check one)
___Most of the class does all of the time
___Most of the class does part of the time
___A few students do all of the time
___There is seldom participation

26. Do Spanish-speaking children engage in the Spanish and/or English audience-participation segments during the program?

	Spanish (Check one)	English (Check one)
Most engage all of the time	___	___
Most engage some of the time	___	___
A few engage most of the time	___	___
A few engage some of the time	___	___
No participation	___	___

27. Do English-speaking children engage in the Spanish and/or English audience-participation segments during the program?

	Spanish (Check one)	English (Check one)
Most engage all of the time	___	___
Most engage some of the time	___	___
A few engage most of the time	___	___
A few engage some of the time	___	___
No participation	___	___

28. Do Mexican-American children speak Spanish at school more often after watching the program?
(Check one)
___Yes, often
___Yes, somewhat
___No, not at all
___No Mexican-American children present

29. Have non-Spanish speakers learned some Spanish after watching the program?
(Check one)
___Some Spanish
___A little Spanish
___No Spanish
___No non-Spanish speakers present

30. Do non-Spanish-speaking students ask the Mexican-American children about Carrascolendas?
(Check one)
___Yes, often
___Yes, occasionally
___No, never
___No non-Spanish speakers present

31. Have children from other ethnic groups shown interest in learning more about Mexican culture after watching Carrascolendas?
(Check one)
___Yes, often
___Yes, occasionally
___No, never
___No other ethnic groups present

32. Are Mexican-American children willing to contribute experiences from their backgrounds during discussions pertaining to Carrascolendas?
(Check one)
___Yes, often
___Yes, occasionally
___No, never
___No Mexican-American children present

33. In general, how well do you think that your students like Carrascolendas?
(Check one)
___Very much
___Moderately
___A little
___Not at all

34. Are the TV presentations clear enough so that you understand the objectives without looking in the Teacher's Guide?
(Check one)
___Always
___Most of the time
___Rarely
___Never

35. Is the subject content of Carrascolendas appropriate for your students?
(Check one for each content area)

	Language Skills			
	Math	English	Spanish	Science
Always	___	_____	_____	_____
Often	___	_____	_____	_____
Rarely	___	_____	_____	_____
Never	___	_____	_____	_____

36. Were the animation segments presenting letter/sound relationships of instructional value to your class?
(Check one)
___Very much
___Somewhat
___A little
___Not at all

37. Is the language level appropriate for your students' understanding?

	Spanish (Check one)	English (Check one)
Always	___	___
Often	___	___
Rarely	___	___
Never	___	___

38. Was the cultural and historical content beneficial to your students?
(Check one)
___Very much
___Somewhat
___Not at all
___A little

39. What portions of the program elicited a positive reaction from your students?
_____
_____
A negative reaction?_____
_____

40. Would you like to see the series repeated next year?
(Check one)
___Yes
___No
___No opinion

41. When do you think it would be beneficial to repeat the programs?
(Check one)
___before school ___during the school year
___after school ___during the summer
___on Saturdays ___no preference

42. Would you like to see a follow-up program for your students at a more advanced level next year?
(Check one)
___Yes
___No
___No opinion

What do you think is the most significant effect of Carrascolendas on your students?

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